Making the new Youth programme more inclusive

Inclusion
Colleague Support Group
Rolle, Switzerland
13-15 October 2010
www.SALTO-YOUTH.net/…
…InclusionColleagueSupportGroups/

A collection of **great ideas** from your NA Inclusion Officers about:
☆ What are the **challenges and successes** regarding **inclusion** projects within the Youth in Action programme?
☆ How to **solve** the inclusion challenges?
☆ How to make **future** YiA 2.0 more inclusive?

The SALTO inclusion Resource Centre brought together 9 Inclusion Officers from 8 National Agencies (CH, SE, MT, LT, FI, DK, IE, DE) to work out different ways to make the future Youth in Action programme (YiA 2.0) **more easily accessible for inclusion groups.**

The Inclusion Colleagues Support Group inventorised the big obstacles that keep young people with fewer opportunities – and the organisations working with them – away from the programme. We need to **take affirmative action** to take away those barriers to their participation in the programme and provide extra support so that everybody can benefit from the opportunities YiA 2.0 has to offer.

Even though not representative of the whole NA network, the proposals given in this report give a clear indication of **the directions to go**, if Youth in Action truly wants to be a programme for young people with fewer opportunities (YPFO).

Table of Content

Programme

Wendesday 13 October 2010	Thursday 14 October 2010	Friday 15 October 2010
	Out of the box thinking • creative solutions	**Looking over the hedge** • New Perspectives & JIVE experiences • Working Group new YiA programme
	Coffee	Coffee
	The bigger picture • New policy framework • Mid-term evaluation YiA • Swiss inclusion analysis	**Recommendations for whom?** **Putting them into action** Evaluation
13h-14h	Lunch	Lunch
Arrival by 15h in Geneva	**Making inclusion easier** • Working groups on different topics extracted from your challenges	*Departure after lunch*
	Coffee	
16h00 • Get to know & intros • **Inclusions challenges in YiA** • Sharing	• Working groups continued • Recommendations *Session ends at 17h30*	
20h00 Dinner	**Suprise Dinner** *(offered by the Swiss host)*	

Who was there?

(meaning – who can you contact for more information?)

☆ Karin Schulz (Germany) schulz@jfemail.de
☆ Ellen Gosdoum (Sweden) ellen.gosdoum@ungdomsstyrelsen.se
☆ Loreta Eimontaite (Lithuania) loreta@jtba.lt
☆ Paavo Pyykkönen, (Finland) paavo.pyykkonen@cimo.fi
☆ Andreas Bruun (Denmark) anbr@iu.dk
☆ Clive Bonnici (Malta) clive.bonnici@gov.mt
☆ Emma Grainger (Ireland) emmagrainger@gmail.com

Organisation and Co-ordination of the Inclusion Colleague Support Group :

☆ Marija Kljajic (SALTO Inclusion) marija@salto-youth.net +32-22.09.07.20
☆ Tony Geudens (SALTO Inclusion) tony@salto-youth.net +32-22.09.07.20
☆ Christophe Joset (Switzerland) christophe.joset@jeunesse-en-action.ch
☆ Stephan Brun (Switzerland) christophe.joset@jeunesse-en-action.ch

Note: All photos used in this report are either from the Colleague Support Group in Switzerland, October 2010 or used during its programme parts.

Presentation of participants

Participants were asked to use a metaphor to present themselves and their position in their NA (drawing, sculpture...)
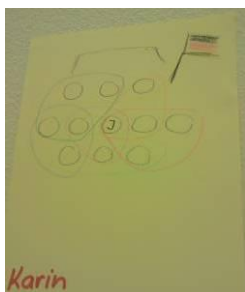
☆ Karin Schulz (DE): A soccer team without goalkeeper, as in the action team they are with three people "in front of the goal", no big hierarchy in the office. She is one of the longest working, involved in lot of areas (EVS). They have a big inclusion team.

☆ Ellen Gosdoum (SE): A tree - Inclusion is the base for everything they are doing in the NA. She was since 2007 the only one and now they created a team of three people. She is also doing EVS, financial and statistical reporting and creating procedures, that all staff can approach issues related to inclusion in the same way.

☆ Paavo Pyykkönen (FI): Inclusion in NA is divided in order that everybody takes care of it. He has coordination role. Trying to reach some many goals and feel he should go deep, but is already so deep and doesn't know how to get out. It's small office and a lot of different roles and difficult to do everything.
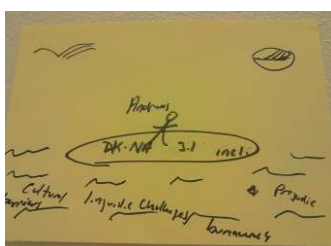
☆ Andreas Bruun (DK): Is inclusion officer, who is on his "eland" trying to save youngsters form cultural barriers, prejudices, injustices, birocracy and to get them on safe. Works for YiA and for Norden – official cooperation in the Nordic region.

☆ Christophe (CH): used two drawings: one to present his different roles at NA and one for his inclusion work. Football field - different players and different roles in small NA. He is still new, and learning and discovering. Big mountains - are perfect metaphor for Swiss NA and inclusion - still climbing and trying to have more projects, but things are happening.

☆ Stephan (CH): Juggling balls – trying to not get balls fall down. He is head of the office, inclusion officer, doing monitoring visits... Swiss is in transition period for last 15 years, but agreement with EU has finally been singed and there will be a new NA. He will stop working at the end of the year. He has learnt that there are some "balls" easy to goggle and some much harder, like how to motivate youngsters and to guide them.

☆ Clive (MT): A basketball ground - He feels like a playmaker, as he is the TCP officer as well, and he has to know what are the needs. He is since two weeks inclusion officer, as there is need to have a long term approach to inclusion. He is like an open box, wants to get ideas from the inclusion colleagues. Malta was suspended for different administrative reasons, but they hope to start soon again.

☆ Emma (IE): She was project assistant until few weeks ago and now also working a half time as EVS officer. She will be the new inclusion officer. Link with inclusion: came into the programme by working with inclusion groups, as trainer and youth leader.

☆ Loreta (LT): She is responsible for youth initiatives and inclusion.

☆ Marija (SALTO Inclusion): Circus - ropewalker. Trying to find balance with different actors. Just started everything is challenging.

☆ Tony (SALTO Inclusion): Spider web - being in between different players when working (NAs, youth organisations, COM…) and trying to adapt to different needs and to create a web which tries to catch all "the little flays" who could otherwise fall down through the web (JPFO)

Inclusion challenges in YiA

Talking about inclusion challenges. Sharing in small groups what is the most frustrating, what are the biggest problems and coming up with the most important ones.

- ☆ Inclusion groups : **how can u address them all**, find strategies to reach them?
- ☆ **Group 60**: the programme is reaching highly educated or highly excluded, but not those in between "regular" youngsters, which is 60%
- ☆ **Vocabulary** is an obstacle for participation for different groups, it might be hard to find cofounding.
- ☆ **Support** for the different groups.
- ☆ **Coaching**: to have more committed people.
- ☆ **Peer education**: to find young people who went through the process to disseminate that.
- ☆ **Administration** is a bit burden.
- ☆ Youngsters rather talk about **activities** and YiA has **topics**.
- ☆ **Motivation**: how to make youngsters to make a project.
- ☆ **Procedure** and the whole process is taking **too long.**
- ☆ **Diversity of the inclusion groups**: Definition of youngsters with fewer opportunities and youngsters with special needs. Some of those young people will need extra support, but not everyone. It's really diverse group and it's difficult to discuses one single group – inclusion group.
- ☆ **Voluntary versus professional youth workers**: Difficult to convince professional youth workers to get involved, as it s not paid and it requires time and resources, not only for activity but also for the preparation and follow up phase, which is really required specially for young people with fewer opportunities. In Malta youth work is done voluntarily and youth workers not always have enough time and energy; in Switzerland and Finland there are very rigid administrative structures which are **not supportive and lacking time**.
- ☆ Challenge to **motivate multipliers** for international projects. Municipality and organisations are getting less funding and **cutting funding for international activities**, so how to motivate them for YiA programme?
- ☆ Youngsters **lack skills for application writing**, reporting. It's scaring and they need somebody to support and to coach them, which is not always easy for NAs. It's **too difficult for youngsters** to do it themselves.

Classification of the challenges/obstacles

Is there a way to categorise the challenges, is there something common?

- ☆ <u>**Concepts ideas:**</u> which groups, labelling, philosophy on working on inclusion, terminology...
- ☆ <u>**Way of working with the NGOs/projects/young people:**</u> motivation, giving them support, working with multipliers, promotion and our challenges: how to motivate and work

with diverse groups. **Programme promotion:** It starts from NA, than should go towards organisations and finally young people, as the main aim is to reach them. Na should promote programme with young people and with **support mechanisms** for organisations and young people. **The main challenges are at NA**.

☆ **Differant National realities:** some issues and obstacles around countries, which are different: like voluntary versus professional youth work; challenges of organisations...

☆ **Structure/procedures of YiA**: administration, application, timeline, budgets, wording (practical); the Commissions' challenges: administration and resources.

☞ Do not forget to remind yourself why is your work so important! Get your extra motivation from the movie: "Inclusion Makes Everyone Happy"

www.youtube.com/watch?v=ChwWWCDzK6k

What could be solutions for our inclusion problems - Out of the box thinking

General intentions – where should we be heading?

- Change the world to a better future (*take initiatives*),
- Change yourself (*self development, becoming active citizen*)
- Influence your community (*make a little change, solidarity*)
- Learn to interact with different people and cultures
- Build projects (*learn project management, initiatives*)
- Change attitudes (*open-mindedness, tolerance, wider perspective*)
- Bring "European values" to the local level AND vice versa
- European programme based on mobility, learning & competences
- European awareness ('*citizenship' sounds unachievable or abstract*), feeling European (*call it something more concrete*), being part of this European construction

What 'kind of things' should be possible in order to solve the problems – new ideas & solutions

- **Makeover for the YiA programme** (not drab, dull,) make it more attractive and appealing – make it more sexy.
- Possibility to bring 'ideas' to COM or NA (**experimental projects**), very few limits, and then they can work with them to make it real and grant it. Venture capital (NA sponsors great ideas) e.g. Dragon's Den.
- **Mentor/coach funded for all actions** when it comes to inclusion groups. For pre- during- follow-up (cushion).
- Different age limits between young professionals (loads of experiences) – and inclusion group (no experiences) – **no age limit for inclusion groups**.
- **Young people in village**: go get the young people where they are, start from their needs, not from EU guidelines. Allow young people to realise their ideas. Get money for it.
- **Race**: Competition on centralised level, voted/assessed by all NAs. First project gets most of funds, second next etc. Open projects for inclusion. NAs get more money according to the points given to the open projects of the country. Eurovision voting

- Make the application **procedure more interactive** – online. Depending on the needs of user application form adapts depending to needs. (e.g. pro youth worker, or young person, inclusion group). More explanations where needed. Trick questions to sort out the fake projects, etc. **Super link** instead of youth link.
- **Online & offline merge into one**: needs to be fusion of both. Projects should be allowed to have virtual projects (eg online projects, website, online TC, etc)
- **Criteria:** One box with one small holes – only certain kind of projects fit. We need bigger hole so that more project types fit.
- **Super inclusion officer** – we need more love = money from commission. Inclusion officer needs more time (human resources), more interaction with target groups, inclusion organisations, etc.
- **More resources** to pay multipliers, support structures,... Discuss project ideas, support them, bring them to reality.
- **More financing for prep and follow-up** of inclusion projects.
- YPFO should have to wait less – **shorter time-limits**. Fewer application rounds – but inclusion groups apply no matter when.
- It should not be necessary for YPFO to be always be so involved in the prep – because YiA can also be a tool to encourage to participate more – but they should not have this prerequisite before the project (so not always already involved) – coach can motivate them to get involved.
- Be able to apply for coach in all projects for inclusion.
- Application forms too complex – online applications with help texts etc. Make it easier. **Application** should be a **supportive tool to plan your project** – not make project fit the frame of application.

The bigger picture

Foundation Speranza – the Swiss experience

We invited representatives of the Speranza Foundation – institute for education, to present their project and to see how it could be included in the new programme and contributes to it.

Every year around 2,500 young people in Switzerland are unable to find an apprenticeship and risk becoming dependent on welfare. Speranza is a charity that tries to help these weakest of the weak. The "Speranza" project was originally founded in 2006 by entrepreneur and FDP National Councilor Otto Ineichen and two years later became the Speranza Foundation. It's something like a last chance for the weakest of the weak and offers help to young people up to age 25 with little or no hope of finding a job. "We take over when the state runs out of options and provide a service that otherwise wouldn't exist".

"No graduation without a job placement," is the Speranza motto, in the knowledge that inadequate job training can lead to high social and economic costs for the state. According to studies, young people on benefits, in integration programs and in the prison system cost the state hundreds of millions of francs.

The Speranza Foundation works on two fronts:

- On the one hand, its networkers – individuals with links to business – encourage entrepreneurs to create additional apprenticeships and work placements. Through their efforts it has been possible to create approximately 10,000 new training positions in Switzerland.
- Speranza itself runs the Institut für Bildung [Institute for Education]. Here, over 12 to 18 months, young people with especially large gaps in their educational profile are made fit for the employment market. During this time they are helped and supported by "business coaches", i.e. specialists and entrepreneurs with the requisite experience

Apprenticeships: Current situation

Positive
- Slight increase in the number of apprenticeships
- Promising projects on the district level (cantons) for example offices for professional education

Negative
- Ongoing big problems for socially disadvantaged youth
- Lack of apprenticeships for less qualified young people (two-year basic education)
- Youth unemployment rate: 4.0 to 4.5 percent

Current problems: facts and figures
- 2010: 77'000 young people interested in an apprenticeship
- Number of apprenticeships offered by enterprises: 76'000
- July 2010: approx. 22'500 unemployed youngsters under 25 years
- Approx. 2'500 young welfare aid beneficiaries engaged in temporary programs

Causes for disintegration

- Social environment: educationally deprived families or migration background
- Lacking social competences: inability to cope with conflicts, missing capacities for integration
- Low willingness to perform at work, at school or in apprenticeship
- Absence of beneficial networks
- Psychic problems, drug abuse, criminality (depression, alcohol, drugs, crimes)

Speranzas' vision: Currently 89% of all youngsters under 25 years complete a secondary II level education (apprenticeship or high school). 2015 this rate should be 95%

Training opportunities in professional education

- Standard apprenticeship (3 and 4 years)   ~300
- Basic apprenticeship (2 years)   29 (until 2012: 15 more)
- Basic apprenticeship (2 years)   ~200
- Transitional solutions

Offers by the institute for education:

- Perspective 16+ in cooperation with „Startklar" (canton of Lucerne)
- Case Management 18+ in cooperation with „Sozialinstitutionen"
- Perspectives-camp / Time Out
- Assessment

Educational concept:

- Field of activity no. I: perspectives-camp
- Field of activity no. I and II: Work assignment
- Field of activity no. III: Workshop job application
- Professional/ personal coaching
- Classes in the institute for education
- Individual support

Are there similarities with Youth in Action – what can we learn from Speranza?

☞ Importance of coaching - support needed, adapted methods to integrate young people in the projects.
☞ Projects help people find their way in life.
☞ Tailormade projects or support according to needs.
☞ Being together – learning social skills, basic skills,...
☞ You cannot expect to be achieving from the beginning – it takes time, build up gradually.
☞ Show what a person has learned – recognition – increase the value of youth pass (for those that don't have any other documentation of skills) – adapt the vocabulary to what is needed (eg employers: ask them what they value, need, look for,...)
☞ Find help of vocabulary list: help to write down the right words. E.g. specific words that say what they learnt in different fields (e.g. communication, etc). Makes it easier to name this. Use of national language! (so that employers can access it) = translation. Reinforce the 'process' (learning plan, self-assessment, dialogue, etc). It should be more than a paper.
☞ Key competences: on time, motivated, verbal/non verbal language, presence/attitude,... besides maths, language,...

> ☞ They cooperate with head office of Youth Problems – they give Speranza the difficult young people – marketing/visibility towards companies (support of famous politician, TV, newspapers, facebook, research, etc.)
> ☞ The companies pay the trainees – so needs a lot of promotion of the concepts, networking, negotiation,... Fundraising.
> ☞ Initiator is businessperson (e.g. so find an important champion to support your cause). Support from ministers/politicians. Focus on labour market (generates more support – but also more interest from young people). Multipliers in the business-world. Network with key offices.
> ☞ Dual vocational training (school + practice) will be exported to other countries (e.g. Russia & China) – because of success rate of this model.

Up one level: Swiss Inclusion strategy

Transition towards the official participation of Switzerland in 2011 and new NA, which allows a higher number of projects, more visibility and chances of lobbying with institutions on local and European level.

Target group: Organisations working with young people facing social and cultural exclusion due to migration background, poverty and low education level. Youth organisations with focus on participation.

It is hardly measurable for the Swiss Coordination office to what extent youngsters are affected by such disadvantages and to define their degree of participation to the programme. The number and quality of collaborations with organisations working in the field of social inclusion and youth participation can on the contrary be evaluated.

Gap between programme objectives and youth organisations/participants:

☆ Youngsters lack the skills to take part to the programme, such as social and communicative competences, non conflictual behaviour, self organisation and reliability. They need to be motivated and approached from their perspective;

☆ Youth workers themselves lack time and knowledge of the programme to be sufficiently involved and to prepare the young participants, they are moreover not paid for the extra working hours.

Potential
- Support structure of trainers, multipliers, promoters
- local - regional spots
- Alternative in support to the learning process | collaboration with formal education
- Cooperation with institutions
- International Network(S)
- Lobbying
- Structured Dialogue
- Particular features of YiA (target group / field of action)

Focus

Meet the needs | dialogue with beneficiaries
• Networking and cooperation, national and international
• Specific support from promoters, trainers and multipliers
• Advertising and promotion

Objectives

• Network of organisations working in the youth field participating with their young members and exchanging internationally.
• Support structure of trainers and multipliers, project promoters; Local and regional contact spots; National Agency as a centre of research and innovation in the inclusion and non formal education fields.
• Mainstreaming of the programme, in the sense of establishing it as a standard, known by the large public and capable of influencing policies and lobbying processes.
• Accessibility and simplified application procedures.
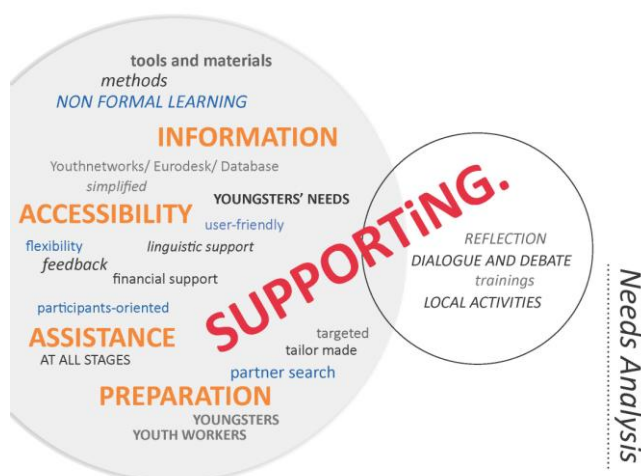
New policy framework

What is the most relevant for us and what could be our contribution?

Europe 2020 strategy - AGENDA 2020 - Where do we want Europe to be in 2020?

The European Commission presented in 2010 (draft in March) strategy aiming to take Europe out of the crisis and guide its economy for the next decade.

The Europe 2020 Strategy sets out three core priorities:

1. **Smart growth –** developing an economy based on knowledge and innovation.

2. **Sustainable growth –** promoting a more resource efficient, greener and more competitive economy.

3. **Inclusive growth –** fostering a high-employment economy delivering economic, social and territorial cohesion.

In order to achieve desirable growth we need different measures on national, EU and international level.

The Commission propose **seven initiatives – seven flagships**.

Flagship initiatives:

1. **"Innovation Union"**
2. **"Youth on the move"**
3. **"A Digital Agenda for Europe"**
4. **"Resource efficient Europe"**
5. **"An industrial policy for the globalisation era"**
6. **"An Agenda for new skills and jobs"**
7. **"European Platform against Poverty"**

Education and training are given a key role in achieving smart, sustainable and inclusive growth.

Youth on the Move – overarching framework for education and youth policy

An initiative to unleash the potential of young people to achieve smart, sustainable and inclusive growth in the European Union. It puts young people at the centre of the EU's agenda to create an economy based on knowledge, research and innovation, high levels of education and skills, adaptability and creativity, inclusive labour markets and active involvement in society.

LEARNING MOBILITY should become a natural feature of being European and an opportunity provided to **ALL YOUNG PEOPLE** in Europe **through ALL FORMS of EDUCATION** (including NFE).

At EU level, the Commission will work to:

- Enhance learning mobility
- Step up the modernisation agenda of higher education
- Promote mobility programmes for young entrepreneurs
- Promote the recognition of non-formal and informal learning
- Launch a Youth Employment Framework

A national level, Member States will need to:

- Ensure efficient investment in E&T
- Improve educational outcomes (integrated approach, reducing early school leavers)
- Enhance openness and relevance of education system (NQF, matching learning outcomes and labour market needs)
- Improve young people's entry into the labour market (guidance, counselling, apprenticeship)

Four main lines of action

Key elements for the Youth on the Move and basic ideas for next generation of the youth programmes.
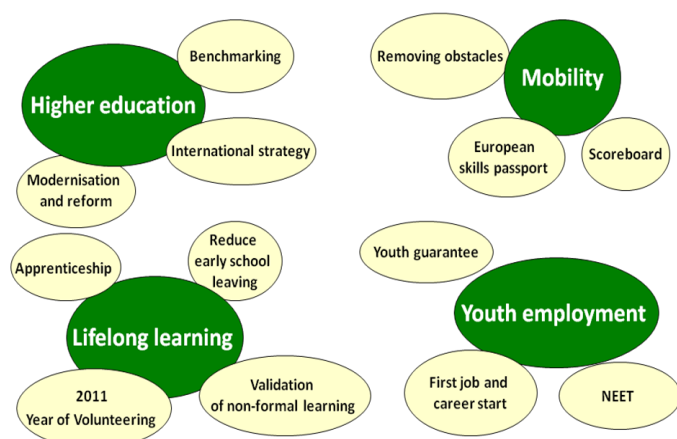
The Strategy 2020 is in conference with the new framework based on Youth Strategy: Investing and Empowering.

Renewed Framework for European cooperation in the youth field (2010-2018) - Youth Strategy: Investing and Empowering

It is the EU's vision for the young people. The Framework for European cooperation in the youth field was established in 2002 and renewed in **November 2009**. It doesn't only answering the same challenges and contributes to all elements of the Agenda 2020 and Youth on the Move, it goes even beyond that and allows more specific actions and approach towards young people.
It outlines a cross-sectoral approach to youth issues (mainstreaming youth issues into other policy areas) and usage of open method of coordination and structured dialogue.

Overall objectives:

- Create more and equal opportunities for all young people in education and in labour market
- Promote the active citizenship, social inclusion and solidarity of all young people

The main fields of action:

The strategy defines eight themes as the main fields which affect young people, as aims and actions to be taken.

Investing and Empowering places particular emphasis on education and training as well as employability and entrepreneurship.

The most relevant actions for the inclusion work / Our biggest contribution

Youth work and youth projects undoubtedly contribute to young peoples' chances to acquire new knowledge, skills, accessing the labour market – especially of the inclusion groups.
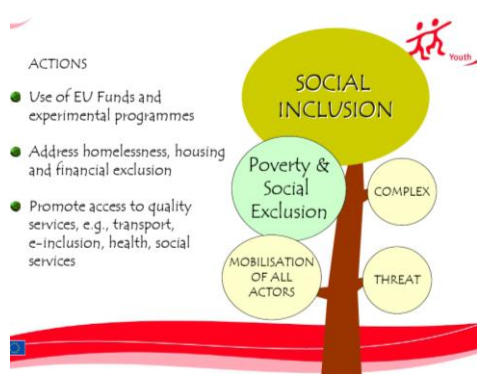
Youth work is defined as a **horizontal issue**, as it plays a very special role in all those themes and needs specific attention for further development.

- Youth work can help to deal with unemployment, school failure, social exclusion, provide leisure time, increase skills and support the transition from youth to adulthood.
- Youth work should be supported, recognized for its economic and social contribution, and professionalized.

Youth in Action Mid-Term Evaluation

Draft Final Report, 29 September 2010

Structure of the report
- Introduction: Youth in Action Programme
- Purpose of the Evaluation and Methodological Approach
- Reconstruction of the Intervention Logic and Indicators
- Relevance
- Effectiveness and Sustainability
- Efficiency
- Conclusions and recommendations

Data Collection:

Desk research

Interviews, including:
- Executive Agency, EC, European Youth Forum; European umbrella NGOs, SALTOs
- All National Agencies, with the exception of Greece, Cyprus and The German speaking part of Belgium
- 20 projects under sub-Action 4.6.
- 10 National Authorities as part of the country studies
- 50 youth organisations, including the national councils in 10 countries as part of the country studies
- 30 youth workers in 10 countries as part of the country studies
- 5 focus groups with young people as part of the country studies
- Questionnaires amongst non-participating young people in 10 countries (panel of 2000 young people)
- Questionnaire among participating young people

Objectives of the Evaluation:
- Provide an assessment of the Youth in Action Programme
- Provide an analysis and synthesis of the National Reports;
- Provide recommendations on
  - how the Programme design can be strengthened for the successor programme, and
  - on how the implementation during the remainder of the current Programme period could be improved;
- Provide an evidence base for the impact assessment for the next generation of the youth programme

Relevance of YiA to needs of young people

Although both the NA's and the youth organisations mention that the aim of reaching young people with fewer opportunities is an important asset, there is a lack of certainty within the National Reports as to whether this aspiration has been realized in practice and whether the programme is fully relevant to young people with fewer opportunities.

Effectiveness and Sustainability – Social Inclusion:
- The majority of the participants (66%) in the programme do not feel disadvantaged compared to their peers, with only 12% reporting positively.
- The ones that feel disadvantaged relate mostly to economic and social issues.
- The social inclusion objective is being only partially reached
- People with fewer opportunities are part of the mainstream target group, and no specific (sub-)Actions are set to reach this group.

The extent to which the sub-Actions reached young people with fewer opportunities:
The organisations' state:
- Youth exchanges in 82% of the projects
- EVS: 30%.

The NAs view:
- Between 30% to 60%.

The types of obstacles:
- Economic and
- Social issues

How participation of people with fewer opportunities in the programme can be enhanced?
(Different stakeholders: National Youth Councils, NAs, organisations)
- A clear definition of what is meant by 'fewer opportunities"
- Young people with fewer opportunities can best be targeted by youth organisations and youth workers
- Simplifying the application procedure and the application forms.
- Translation of forms
- Improved dissemination by increased website accessibility
- Increasing the financial contribution: (more) additional financing and/or lower co-financing (e.g. the percentage self-contribution for travel costs is high for this group)
- Special measures to support organisations well placed to access young people
- Special sub-Actions
- Allowing more coaching
- To ensure that public funds are correctly managed

Recommendations:
- Define 'youth with fewer opportunities'
- Set SMART measurable goals
- Design methods to reach this group specifically (establish specific (sub-)Actions, provide additional provisions)

<u>Looking over the hedge - Practically speaking</u>

German NA - Karin introduction – recommendations from the experience

We invited Karin Schulz of the German National Agency to present their two inclusion projects: "Jive" and "New Perspectives".

Jive

NA in Germany is trying to model projects to include more excluded volunteers, and "Jive" is one of them. Project started in 2007. Idea behind: How can international youth work help to improve participation of young people from the migrant community?
Base for "Jive" is the fact that migrant youths are not included in projects.
 Project has three phases:
☆ Youth exchanges
☆ Expert exchanges: Specialist programmes with Spain and Turkey on immigration/integration
☆ European Voluntary Service

Objectives:
☆ Integration of young members of the immigrant community through international youth work
☆ Better opportunities and more participation
☆ Greater intercultural awareness among national organisations
☆ Stronger networks between international youth work organisations
☆ Development of cooperation projects
☆ Scientific insights into the contribution of international youth work towards integration and greater intercultural awareness

Outcomes:

There were around ten youth exchanges, each organized in tandem of migrant organisation and youth organisation. Projects were less focused on immigration and young immigrants' identity issues than expected. Young people didn't perceive themselves as migrants and that was not what was connecting them. That was not burden for them. It showed that the problem is if you have migrant background and lower education.

Youth exchanges have been evaluated already and in November EVS projects will be evaluated. Evaluation will be done by experts as well.
Jive will be continued – Jive 2.0

New Perspectives

Project started in 2009. The aim of the project is to reach young people who have problems in the transition phase from school to labour market and to make it possible for them to use EVS to acquire new competences and skills, which will increase their chances in accessing the labour market and starting the career. Project also aims involving more organisation into YiA programme.

In 2009. eighty employment organisations came to the information day, but when they found out that except for the EVS, there is no extra money, they were demotivated. There

were twenty organisations on CMS in 2009 and there were a lot of plans made, but since then only very few realised (mostly youth exchanges, hardly, some EVS projects).

Idea was to have an exchange before EVS, as a sort of preparation for longer experience. It was planned to meet for interim evaluation, after one year, in November 2010, but there was few interest. The evaluation seminar will be implemented with the aim to think what is the reason for not succeeding and not having so many projects, to evaluate why this happened. It's about motivation on both side: young people and organisation.

Recommendations for improvement:
☞ Those things have to be embedded in the bigger picture to make it more attractive for young people (more intensive and longer preparation and follow up phase).
☞ Degraduale cooperation between different actors and sectors, to fit into the priorities and aims of both sides.
☞ Sort of appetiser for organisation which didn't work internationally , if they don't have experience they can't motivate young people for international experience.
☞ In Sweden there is problem for motivating the employment agencies to send the volunteers. They are also not ideal sending organisation, as once they have sent the volunteer they are not providing any further support. They don't have time and resources for doing it. Therefore it would be better that the employment agencies are informing young people about the opportunities and sending organisations, but not to be accredited SO.
☞ It's good to have possibility to apply for "anonymous projects EVS" and at once for the bigger number of volunteers, as in this way the organisations can make long term plans.
☞ It takes a lot of resources and efforts from NA to make the network works.

New brave ideas – Recommendations:

Making Inclusion Easier - Special measures for inclusion groups

Inclusion groups do not automatically find their way to the programme. They often need extra support and flexibility before an international project would fit to their goals and needs.

Less is more: prioritise

☆ Special measures towards specific underrepresented target groups require extra effort from National Agencies. Therefore, it would be difficult to generalise these special measures across a large number of target groups/projects.

☆ That's why the group recommended to select 1 or 2 priority inclusion groups over a longer (e.g. 2 year) period (to allow for building up networks and cooperation) for whom we could reserve more flexibility.

Tailor made support & coaching

☆ Invite inclusion workers or inclusion groups with project ideas to a **supportive meeting with NAs**, exploring options how the YiA 2.0 can fit their inclusion groups and inclusion work.

☆ The NA could offer them the **services of a coach** (who knows the target group and YiA), who guides the organisation & YPFO before, during and after project – to benefit most of the opportunities of YiA 2.0.

☆ This would require the NAs to **develop a pool of coaches**: recruit them (from the target group or sector), train them where needed, and reward them (some NAs already pay assessors or coaches)

☆ We could see it as **2 stages towards an application**: the first step would be that the YPFO/Inclusion worker presents a project idea/concept, which allows the NA to see if it is a relevant project (and part of the NAs priorities). The format for presentation could be varied (e.g. video, live presentation, etc). On the basis of this first presentation, the NA can decide to grant a coach for the project. The coach will lead them towards the second step: develop the details of the project (programme, methods, budget) and the application form.

Flexibility to respond to needs and urgency

☆ The selected priority groups would benefit from **extra flexibility** in the application dates (no deadlines) to be able to respond to urgent needs (and not having to wait till a deadline, as the YPFO might have moved on). Some foundations already function like that.

☆ It would be beneficial for organisations working with inclusion groups to be able to apply for a project without already knowing/having involved the specific young people (**'anonymous projects'**). Having such a granted project (e.g. volunteer place(s), allows them to respond to the need when it arises and they can offer an international

opportunity to the young people that need it and are ready (quicker responsive approach)

☆ In this case the organisations still would have to show how it will **allow for active participation** of the YPFO once this young person is found/chosen. This participative approach would then be an extra element to focus on in the assessment of such an 'anonymous' project.

Adapt the application forms to the projects

The bureaucratic & complicated application forms scare away many youth workers, especially inclusion workers already facing enough challenges in their work with the YPFO. The Inclusion Colleagues support Group suggests to **adapt the application forms** (and programme guide and final report form) in a way that underbody can understand it (and especially inclusion groups).

☆ New application forms (and user guide) should be developed and/or tested by the users. They should use clear and simple language that everybody involved in the project understands. There are existing rules and organisations for so-called 'plain English', 'simple Swedish' or 'understandable Dutch'. Abstract concepts (DEOR, Citizenship, Participation, Recognition,...) should be avoided or explained.

☆ The application forms should be redesigned as a tool for project management. The questions should support the step-by-step reflection and development of the project. Embed questions about inclusion, Youthpass, DEOR naturally in the application (where it fits in the project design).

☆ Online application forms could increase user-friendliness a lot. Pop-up help texts could explain difficult concepts. Practical easy-language sub-questions could guide groups (YPFO but also others) to fill out the application form (and still have the legal/official question behind it – if needed). In case of inclusion groups (e.g. you tick the box 'inclusion') extra questions could be asked to help the NA assess the inclusiveness of the project (e.g. what disadvantaged situation does the YPFO come from – what is the effect of this environment on your specific participants – how do you as organisation support the YPFO regarding this disadvantage/special need)

☆ The question about 'inclusion' in the application form should be more clear (without labelling): this would also allow NAs to better classify projects as inclusion projects and gather statistics about inclusion (and measure the impact of their inclusion efforts). When the inclusion workers indicate they are working with YPFO, they should justify the situation (e.g. what is the background of the young people that puts them at a disadvantage and what extra efforts they do to deal with this situation).

☆ The NAs should create a coherent assessment system to grant points for inclusion projects in a similar way (to guarantee equal treatment). Projects reaching a pre-defined threshold could benefit from the extra flexibility and support.

☆ Similarly, the reporting should also be made more user-friendly and in simple language. The final report (online) should stimulate the project's reflection about evaluation and understand the impact it had.

It goes without saying that **ALL projects** would benefit from an improved application form (programme guide and reporting form), not only inclusion groups.

The Action 1.3 colleagues already started to rework an application form at the KMST meeting (Turkey) to make it more user-friendly and have an example of what it could look like. SALTO Inclusion can also offer its services in this respect.

Youthpass is in many cases the only learning certificate that YPFO will ever get. Therefore it is vital to make this recognition tool and the process associated with it as **'efficient' and known** as possible.

☆ We need to develop a **variety of methods** that help youth workers and young people to document and express their learning. There are ways to make learning visible in more dynamic ways (more adapted to inclusion groups). For example SALTO Training & Cooperation and SALTO Inclusion are working on a publication on "Youthpass tools & methods" (Spring 2011)

☆ HOWEVER, for the Youthpass to be usefull (e.g. for employment) it should use the language of the persons targeted. A working group with HR-managers could shed a light on how to make the Youthpass more adapted to job-applications. Youth workers could assist YPFO to translate their learning into the language of the job-world e.g. vocabulary lists of terms used.

☆ This should go together with a bigger campaign to explain & promote Youthpass & NFL to employers and decision makers: to make the tool more known and socially recognised and show what is behind it. Influential 'champions' could help to promote this tool (e.g. famous people that have learnt a lot in international projects themselves – good examples).

☆ All people involved in YiA 2.0 (coaches, EVS mentors, group leaders,...) should be operational in using the Youthpass approach (working on documenting and awareness raising on learning rather than just giving piece of paper). Hence the need of training & inspirational methods. NAs can promote in a short and simple document how they suggest to build in Youthpass in different actions (per action).

☆ Youthpass could be integrated in wider online possibilities: create a learning profile online (e-portfolio) with a person's Youthpass(es) from different actions, possibility to add pictures/videos regarding the learning experience, add online European CV, feedback from co-participants or youth workers,... With an enhanced possibility for sharing (via facebook, twitter, sending link, etc) and interacting (e.g. 'Like' this page, comments, etc)

New project types for inclusion groups

The existing project formats do not always fit the needs and limitations of YPFO. Therefore the Inclusion Colleague Support Group developed some **innovative project types** that would increase the participation of inclusion groups.

Online projects

Young people (or people working with them) who are not able to move or go abroad could benefit from **online projects via internet** (*e.g. young people in prison & institutions, young people with physical limitations, etc.*). More and more, young people move part of their lives to the internet (as Maltese research has shown), which means that they get more and more out of reach if YiA 2.0 doesn't follow this trend. Because **if you want to include young people, you need to go where they are**! Even if that is online. How could this look like?

☆ Groups of YPFO gather around a common topic or issue and have online interaction and activities around this topic. Even though the interaction is via ICT, YPFO are still (learning to) actively participating, developing intercultural and social competences and planning skills (especially within the IT sector).

☆ Groups and projects would still be coordinated, stimulated or supervised by group leaders, to make sure that learning takes place, that they get support and that the participants work towards the objectives set.

☆ Such a virtual project could be a an entry gate to a live project in a next step (a sort of appetiser) or it could complement a live project (e.g. in the preparation, reducing the meeting time/costs,...).

☆ A budget (lump sums) should be foreseen for costs related to the project (e.g. equipment needed, number of days involvement of coach,...) – practicalities to be developed.

There is an evolution towards **increased use of internet for learning**, such as e-learning platforms, discussion groups, chat interaction, etc.. These 'online projects' would be in line with these developments and allow for **experimentation and learning in the use of ICT for international youth work**.

Venture Capital Projects

Similarly to the business world, there should be space for **innovative projects** that fit the overall priorities and aims of the YiA 2.0 programme, even if they don't fit the fixed project formats. These projects would be an innovative contribution to what the YiA 2.0 programme aims to reach, and would be a great stimulus for **entrepreneurship** of young people (putting into practice novel ideas) and an easier, alternative way for potentially **new groups (YPFO)** to get involved in YiA 2.0. How could this work?

These projects could be both **Inclusion A projects** (involving YPFO) or **Inclusion B projects** (about the topic of inclusion).

☆ National Agencies would have an amount of funding for alternative inclusion projects (new ideas) that don't fit in the usual actions, regardless of duration, group size, age, etc. Provided that these projects clearly contribute to the programme priorities & objectives.

☆ There would be a relatively open application form, detailing the project aims, a timetable, programme of activities and a budget. The main thing is that the project applicant would clearly show the link of their project to programme objectives AND how they would make their results visible (so that others can benefit from the outcomes of their experimentation).

☆ The NA could offer/assign a coach throughout the project and to provide relevant training for the project promoters (from the existing offer or tailor made).

☆ Funding would go via lump sums, for example up to 10 000€. This money can be paid in instalments according to the project's steps e.g. preparation, implementation and follow-up.

☆ Close monitoring of these venture capital projects by NA (or coach) should safeguard the quality, effectiveness and efficiency of the project.

☆ Each year, there could be an award for the most successful innovative project, in the light of sharing and exploiting the learning and ideas from the projects (between projects and NAs). Or at least an online documentation of the projects and their impact.

Community Challenge projects

There was the idea to add 'workcamps' to the European volunteering possibilities within YiA. But many workcamp organisations are already successfully carrying out such projects. A European push for more workcamps would have a big impact on the workcamp sector, maybe for the better, maybe not. That's why the NA Inclusion Officers came up with a different project format, involving **volunteers and the local community**.

- ✩ Community challenge projects would start from a concrete need in a local community (e.g. related to social inclusion, but it could also address the other priorities of the YiA 2.0 programme).
- ✩ Young volunteers (with fewer opportunities or not) would come together around this societal issue and during one month would take all kinds of initiatives for change. If it is about pollution, the community challenge project (the volunteers) could start up cleaning action, but at the same time awareness raising about recycling in schools or local community, etc. The volunteers would need to create bridges to the local community to carry out the project and create a common drive for change.
- ✩ These projects would stimulate the initiative and entrepreneurship of the young people. The experience is especially valuable if it is YPFO that actually put themselves at service of the local community (rather than always being the receivers of help/interventions etc).

Brining in expertise from other relevant networks

Youth work (and YiA) is only a small part of YPFO's lives (if at all). Young people with fewer opportunities are also in touch with other sectors. That's why it would be beneficial if National Agencies **set up networks with those other structures and organisations** that are also trying to improve the lives of the YPFO whom we are targeting in our inclusion strategies. NAs are generally not specialists in the area of inclusion – but they have a great tool to offer for those other organisations and institutions who are working with YPFO (e.g. social services, prisons, employment agencies, etc).

Networking and cooperation with these relevant networks will have some consequences.

- ✩ NAs should undertake the relevant action to make YiA understood by these other relevant networks that are working with the YPFO that the NA is focussing on (Depending on the priority of NA=Less is More). e.g. if the priority would be unemployed youth, you can create links to job centres, job counselling services, social welfare offices, etc.
- ✩ It is important to show and explain them how YiA 2.0 would be beneficial to reach the aims they have set in their work (e.g. increasing the employability, finding motivation, volunteer work experience,...). Because they are not paid to reach the YiA aims. If we can combine the objectives of different programmes, you create a win-win-situation beneficial for all.
- ✩ Cooperation with other networks in touch with YPFO, will lead to better/holistic support for the target group(s). The different actors can enrich their respective work (methods, approaches, ideas) through the exchange of good practice between networks.
- ✩ The NAs cannot be expected to be 'experts' in all the priority fields (different inclusion groups have different situations and needs), so the cooperation with other organisations and institutions could bring in extra expertise in their work. NAs can e.g. invite experts to the selection committee, they can be involved in setting up the inclusion priorities of the NA, help determine the most effective activities to reach the inclusion aims, have coaches from these specialised networks for YiA projects, etc.
- ✩ This whole task of networking with those relevant organisations or institutions takes time! (exploration, explanation, negotiation, cooperation) The consequence would be to ask/require NAs to attribute more resources and time to inclusion (and not a veeery part-time inclusion officer, as currently is the case).

Increased inclusion promotion at local level

The low numbers of YPFO taking part in YiA is often due to the fact that YiA (and how it can be used for inclusion groups) is not widely known. It would need **reinforced promotion efforts** to get the word out to more YPFO and the organisations working with them.

☆ It is vital to go where the target groups of your promotion efforts are e.g. in employment offices, vocational schools or online (e.g. virtual reality, youtube, chat,...).

☆ You need to talk the same language as the target group: job officers, YPFO, educational institutions want to hear different things about what YiA 2.0 can offer THEM. Answer their fundamental question: "what's in it for me?"

☆ It is easier and more efficient to use already existing channels (better), rather than creating new channels of communication and promotion (e.g. use facebook, youth magazines, etc).

☆ Why not involve people from your target group(s) in developing your promo-work. Their ideas will be more likely to fit the target group (as they are part of it). You could e.g. launch a competition to develop a promo-tool for YiA rewarding the best ones with a prize (both the competition in itself as well as the laureates will increase your promotion).

☆ NAs could also get expertise for their promo efforts through sponsoring/corporate social responsibility (e.g. ask a marketing company to contribute to your inclusion cause). Or alternatively, you could ask communication or marketing schools/students to develop campaign (practice projects for them).

☆ You could think of involving 'inclusion champions' (e.g. known persons, singers, foot-ball players) who enjoy respect/admiration by the target group. Even better if you can find a famous person that went through an international youth project him/herself.

Putting the recommendations into action

The Process of Creating New Youth Programme

Calendar of key steps

- Beginning of 2010 – preliminary reflections
- June 2010 – official kick-off of preparations (Impact Assessment roadmap)
- September-November 2010: stakeholders' consultation meetings
  - ➢ 19-22 October 2010 - Business Meeting of the NAs in Bütgenbach
  - ➢ 28-29 October 2010 – DG EAC European stakeholders' forum
- Mid September – end of November 2010: online public consultation
- First semester 2011: preparation of Impact Assessment and Commissions' proposal
- Summer 2011 – adoption of Commissions' proposal by College

On what will the impact assessment be built on?

- Number of existing resources and available data:
- Annual reports on the implementation of the YiA
- Statistics on the implementation of the YiA
- Interim evaluation of the YiA
- Impact assessment on EU Youth Strategy
- Results of the Eurobarometer 2007 survey on youth
- Study on the socio-economic impact of youth work in EuropeYouth organisations

Which stakeholders & experts have been/will be consulted?

- Experts in the field of non-formal education and youth
- Youth organisations (the European Youth Forum and National Youth Councils)
- National Agencies
- National Authorities in charge of youth

Processes:

- Consultative group EVS, October 2010
- Youth Initiatives staff training, November 2010, Manchester
- Working Group on New YiA Programme

Action plans

What, when, who, support. What we can do with developed recommendations?

During

After, the Support Group

☆ Karin Schulz, NA Germany:
- To talk to the head of NA to take it further (NA Business Meeting, national authorities),
- Share it with consultative group on EVS,
- Take part in online consultation.

☆ Ellen Gosdoum, NA Sweden:
- To share with the head of NA to bring it to the Business Meeting,
- To share it with other NAs staff,
- To check online consultation.

☆ Loreta Eimontaite, NA Lithuania:
- To discuses with colleagues and get their support,
- To help working on simplified application form and to present it on meeting in Manchester (how to use it for youth initiatives),
- To inform network of coaches and other stakeholder about the new programme.

☆ Paavo Pyykkönen, NA Finland:
- To brief the colleagues/head of the NA about the most important outcomes,
- To send the simplified version of the youth exchange application form (developed at CIMO) and
- To develop it further with other inclusion colleagues,
- and bring it to other important meetings on other actions (EVS...),
- To inform the inclusion steering group

☆ Stephan and Christophe, Switzerland:
- To attend the Business Meeting and see how to feed it into the programme and to have one clear message,
- To raise awareness about the topic in the new NA

☆ Clive, NA Malta:
- To explain in his NA, why it's important to have inclusion on long term (to set up inclusion strategies)
- To invest more energy in it,
- To stress importance of having coaches,
- To speak with youth and community studies department about coaches.

✮ Emma, NA Ireland:
- "To buy myself cape" - to have cape of inclusion officer/to take care of inclusion in her NA,
- To bring it to the national youth advisory group, meeting with project officers and the head of NAs before the Business Meeting.

What can SALTO Inclusion do for you?

✮ To adapt the recommendations' presentation and to send it to other inclusion officers, the heads of the NA's, COM...

✮ TO find out who is in charge of the process of creating the new programme and possibly to meet them.

✮ SALTO will develop the report of the inclusion colleague support group and send it around to the participants, all other Inclusion colleagues and document the good ideas on the SALTO website www.salto-youth.net/InclusionSupport/

✮ To make new promo material – intro for the SALTO booklets.

✮ To check what are the inclusion parameters into the Commission yearly survey.

✮ SALTO will continue to have more Inclusion Colleague Support Groups regularly on different topics, and in January of 2011 announced three new ones

Evaluation - K A T Ch

For next time's Inclusion Colleague Support Groups?

Keep	Add
- Food - Lodging - Inclusion as main priority - All the great hosting - Not being afraid to think big - Creation of solid ideas - Inputs from outside - Parallel brainstorming groups on different topics - Our SALTO trainers - Concrete outputs - Place inside and outside spirit - Efficiency - Organisation - Info before the meeting-perfect - Group size – working for concrete plans - Programme: content, balance,, input, practice - Methods: small –big groups, ideas concrete suggestions - All the great hosting - Keep evening out- knowing colleagues better is a benefit	- Ask young people - Focus on specific target group: we ll have a common ground - Few hours more - Energizers - Staff meetings should be leading to the TCP meeting-work plan - The support group before TCP meet could exclusively concentrate on building TCP act and cooperate, to win common challenges
Throw Away	**Change**
Horse	- Application procedure forms - Breaks between the presentations - Local reality presentations are useful, but keep them concise - Background material to be able to prepare better and save time on the meeting (ex: Europe 2020)

Where do the Inclusion Colleague Support Groups come from?

The Inclusion Colleague Support Groups (formerly called 'Intervision') are an **follow-up from the Staff Training for NA Inclusion Officers** organised by SALTO in July 2007 (www.SALTO-YOUTH.net/InclusionStaffTraining/). The NA Inclusion Officers appreciated the possibility they had to meet and discuss how to develop their inclusion work.

The Inclusion Staff Training (2007) focussed mainly on **how to develop an Inclusion Strategy (on the national/NA level)** – and led to the "Shaping Inclusion" booklet which is a manual supporting NAs to develop their national inclusion strategy. (www.SALTO-YOUTH.net/ShapingInclusion/).

The National Agencies' Inclusion Officers felt the need to have **more time to exchange experiences** about how they were approaching inclusion in different countries, and go more into the practical details. That's when the idea was born to bring together a limited number of inclusion colleagues around a specific inclusion topic or practice: e.g. how to select and reach specific target groups, how to involve stakeholders in the inclusion work, etc.

☞ More about the Inclusion Colleague Support Groups at
www.SALTO-YOUTH.net/InclusionColleagueSupportGroups/

What are the Colleague Support Groups

Small groups of Inclusion Officers meet peer-to-peer and reflect and support each other regarding common problems, questions, etc. related to inclusion issues on NA level. This process is facilitated and enriched by SALTO Inclusion experience.

General objectives – what you can expect to get out of it

☆ The (inclusion) officer will be inspired for the steps to take in order to address the problem or question
☆ The (inclusion) officer has considered the usefulness of developing an inclusion strategy
☆ The (inclusion) officer was able to exchange experience on inclusion issues with colleagues
☆ The (inclusion) officer was able to use the Shaping Inclusion booklet (and other resources) as a tool to move forward/deal with inclusion issues
☆ The (inclusion) officer is aware of the support of SALTO Inclusion

Who - profile of participants:

☆ Inclusion officers of NAs – the colleagues dealing with inclusion projects and the development AND implementation of the national inclusion strategy
☆ NA staff with specific focus/tasks on inclusion of young people with fewer opportunities
☆ Officers with different levels of experience – to have fruitful interactions and mutual learning
☆ In the ideal case, a maximum of 8 to 10 participants per Colleague Support Group – to allow lots of interaction and in depth discussions
☆ The (inclusion) officer is willing to share with colleagues back home – and with other (inclusion) colleagues that were not present

☆ SALTO Inclusion can invite (at SALTO's expenses) some NAs or experts with relevant expertise for the topic of the Colleague Support Group

When and where?

Every Inclusion Colleague Support Group has a different composition of participants. Each Colleague Support Groups concentrates on one specific inclusion theme. The participants will be asked to prepare some (home)work beforehand to make most of the 2 days together.

In 2009 there were 3 Colleague Support Groups: "how to use EVS as tool for inclusion", "how to involve young people who face unemployment" and "how to involve young people with a disability". There are 2 Support Groups planned also for 2010. In case your NA would be interested to host one in coming years, please do not hesitate to contact SALTO Inclusion RC.

The **format** looks as follows:
☆ day 1 - arrival day (by 16h) – introduction - welcome evening
☆ day 2 – full working day
☆ day 3 - continue working in the morning - departure after lunch

Finances & practicalities

☆ Participating NAs pay their own travel and subsistence costs (food and lodging costs)
☆ SALTO pays own travel and subsistence costs (and of any invited experts)
The hosting NA is only asked to cover the venue, and their own participation costs. All other costs will be carried by the participating NAs and SALTO Inclusion. The hosting NA books the accommodation, food and working place.

Follow-up & Support:

The content of each colleague support group will be documented and shared in a practical report: methods, problems, questions, answers, ... Depending on the specific questions and problems discussed in the Colleague Support Group, SALTO Inclusion will offer tailor-made support (e.g. to deliver tools, training, etc.)

☞ For any further questions and suggestions, feel free to contact SALTO Inclusion via inclusion@salto-youth.net