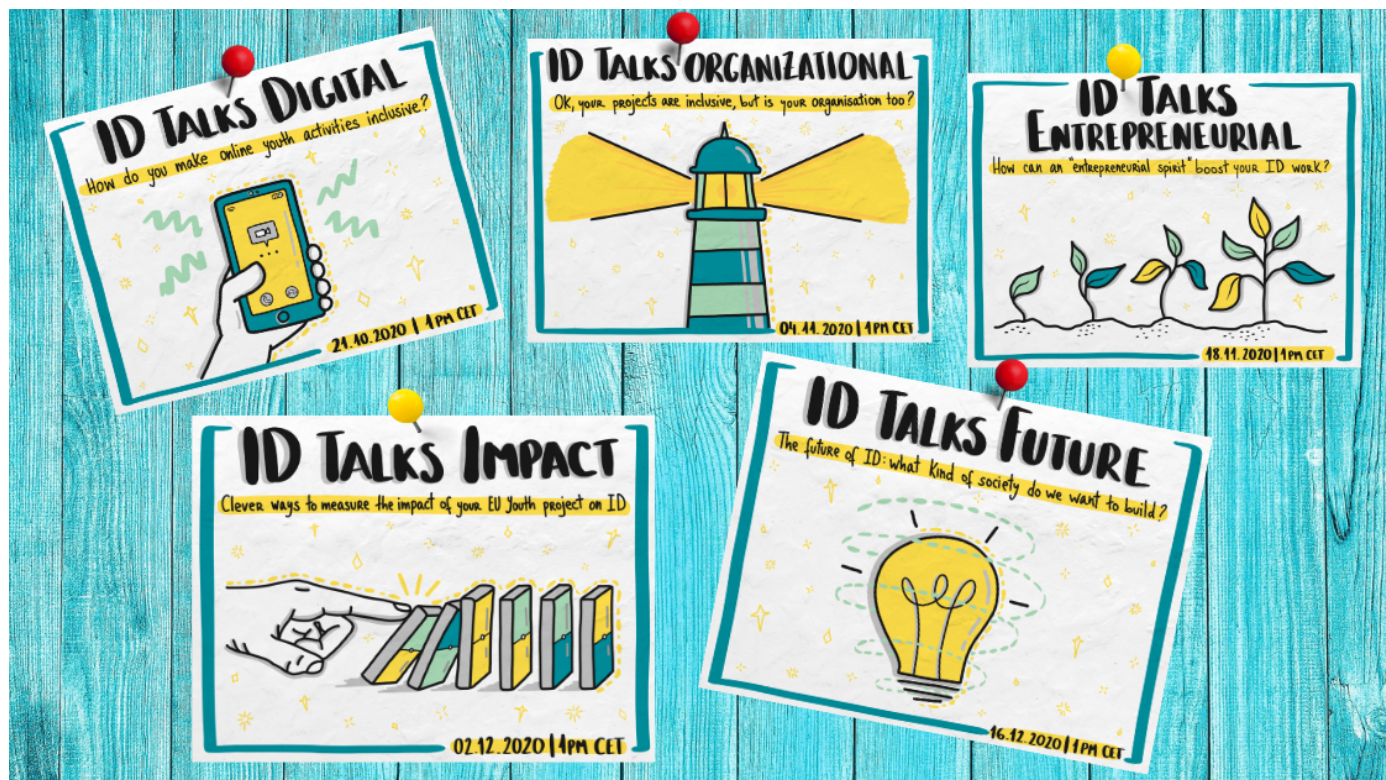


ID TALKS!

A series of 5 online workshops on 5 major topics in the promotion of Inclusion & Diversity (ID) and quality youth work.



ID Talks:

DIGITAL
ORGANISATIONAL
ENTREPRENEURIAL
IMPACT
FUTURE

Download this and other SALTO Inclusion & Diversity booklets for free at www.SALTO-YOUTH.net/Inclusion/. This document does not necessarily reflect the official views of the European Commission, the SALTO Inclusion & Diversity Resource Centre or the organisation co-operating with them.

ABOUT SALTO

...‘Support and **A**dvanced **L**earning and **T**raining **O**pportunities within the Erasmus+: Youth in Action and European Solidarity Corps programmes’. The European Commission has created a network of seven SALTO-YOUTH Resource Centres to enhance the implementation of the EU Erasmus+: Youth in Action and European Solidarity Corps programmes, which provide young people with valuable non-formal learning experiences.

SALTO’s aim is to support the implementation of the European Erasmus+: Youth in Action and European Solidarity Corps Programmes with regard to priorities such as Social Inclusion, Diversity, Participation, and Solidarity. SALTO also supports co-operation with regions such as EuroMed, South-East Europe, or Eastern Europe and The Caucasus and coordinates all training and co-operation activities, as well as information tools for National Agencies.

In these European priority areas, SALTO-YOUTH provides resources, information, and training for National Agencies and European youth workers. Most of these resources are offered and disseminated at www.SALTO-YOUTH.net. Find online the [European Training Calendar](#), the [Toolbox for Training and Youth Work](#), the database of youth field trainers active at the European level ([Trainers Online for Youth or TOY](#)), links to online resources, and much more.

SALTO-YOUTH actively co-operates with other actors in the European youth field, among them the National Agencies of the Erasmus+ and European Solidarity Corps programmes, the Council of Europe, the European Youth Forum, European youth workers and trainers, and training organisers.

THE SALTO-YOUTH INCLUSION AND DIVERSITY RESOURCE CENTRE WWW.SALTO-YOUTH.NET/INCLUSION/

The SALTO-YOUTH Inclusion and Diversity Resource Centre (based in Belgium Flanders) works together with the European Commission to support the inclusion of young people with fewer opportunities in the Erasmus+: Youth in Action and European Solidarity Corps programmes. Through that, it works to contribute to social cohesion in society at large. SALTO Inclusion and Diversity also supports the National Agencies and youth workers in their inclusion work by providing training, developing youth work methods, disseminating information via the newsletter, etc. By offering opportunities for training, exchange, and reflection on inclusion practice and diversity management, SALTO Inclusion & Diversity works towards the visibility, accessibility, and transparency of its inclusion & diversity work and resources, and towards making ‘inclusion of young people with fewer opportunities’ and ‘positive diversity management’ a widely supported priority.

For more information and resources, have a look at the Inclusion & Diversity pages at www.SALTO-YOUTH.net/Inclusion/



DISCLAIMER

This magazine contains pictures as a result of the Graphic Recording which is an integral part of all the ID Talks events. There are four types of styles throughout the whole magazine.

- **General Cover Picture.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events. It is displayed as a cover picture of each ID Talks version.
- **Portrait of Speaker.** It depicts each speaker and a few graphic recording elements such as written parts of their "speech" and/or any other graphics according to the style of each ID Talks version. It is displayed on top of the speaker's description page.
- **Main Graphic Recording Card.** It is used for promotional reasons throughout the social media channels and the dissemination materials and it depicts the logo of SALTO Inclusion & Diversity, the title, and the graphic elements of each version of the ID Talks events, including the specific name of the event, the portrait of the speaker, written quotes of their "speech" and/or any other graphics. It is displayed on top of the first page of each article.
- **Graphic Recording Elements.** Throughout each article, the graphic recording elements complement the text with essential parts of each speaker's "talk".



ID TALKS!

What is it all about?

A short description

ID Talks is a series of 5 stand-alone online events (workshops) of up to 90 minutes each, with inspiring guest speakers, thought-provoking insights, discussion in small groups, and Q&A sessions.

For the international youth work sector, 2020 marks the end of the current Erasmus+ programme and European Solidarity Corps, while a new generation of the EU programmes is forthcoming. On a wider scale, the COVID-19 pandemic is causing a profound impact on cross-border learning activities and mobility projects. Organizations and youth workers have been pushed to find alternative solutions to carry on with their activities.

For all those who wave the Inclusion & Diversity flag, this is the right moment to reflect on what has happened, on what we have achieved, and how to build further on existing knowledge and experiences to get us prepared for current and future challenges.

For whom?

Youth workers, youth leaders, professionals, and volunteers involved in ID in the EU youth programmes, as well as all those interested in youth work and Inclusion & Diversity topics.

Main objectives:

- To provide food for thought and learn from inspirational ID stories;
- To provide an opportunity to learn about ID topics from the youth work sector and beyond;
- To get information, inspiration, methods to help the youth sector address ID;
- To inform about and contribute to quality (international) youth work;
- To identify and learn how to tackle existing and future challenges within ID;



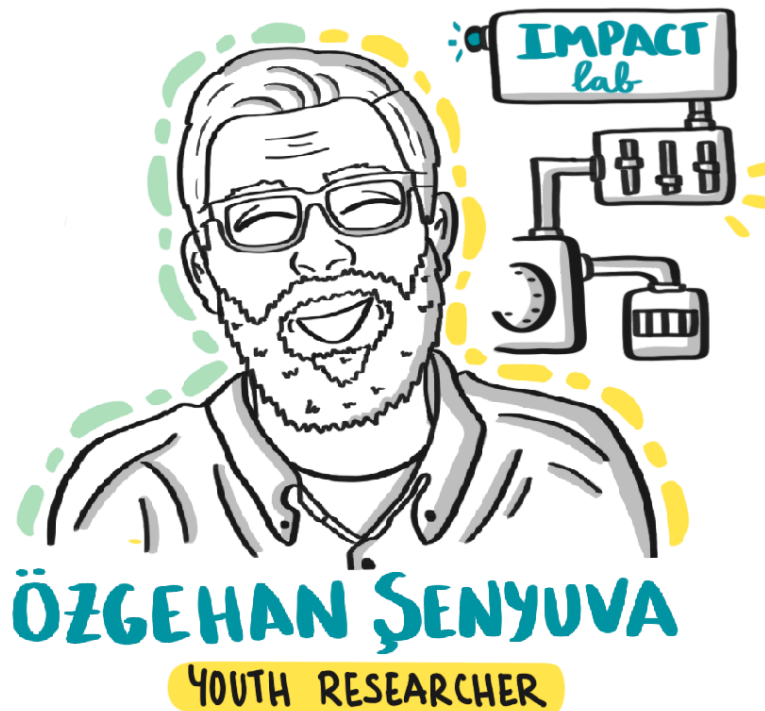
Event Dates:

- 21 October 2020 > **ID Talks Digital:** How do you make online youth activities inclusive? Inclusion & Diversity on the focus of international projects in the age of Digitalization. Guest speaker: Michele Di Paola
- 04 November 2020 > **ID Talks Organisational:** Ok, your projects are inclusive, but is your organisation too? How to build a culture of Inclusion & Diversity beyond mobility projects! Guest speaker: Rahel Aschwanden
- 18 November 2020 > **ID Talks Entrepreneurial:** How can an 'entrepreneurial spirit' boost your Inclusion & Diversity work? Inspiring practices of social entrepreneurship within the Inclusion & Diversity field. Guest speaker: Areg Tadevosyan
- 02 December 2020 > **ID Talks Impact:** Clever ways to measure the impact of your EU Youth project on inclusion & diversity. Measuring the impact of Inclusion & Diversity work within EU youth mobility projects and online activities. Guest speaker: Özgehan Şenyuva
- 16 December 2020 > **ID Talks Future:** The future of Inclusion & Diversity: what kind of society do we want to build? Guest speaker: Erica Bol



ID Talks: Impact

Clever ways to measure the impact of your EU Youth project on inclusion & diversity.



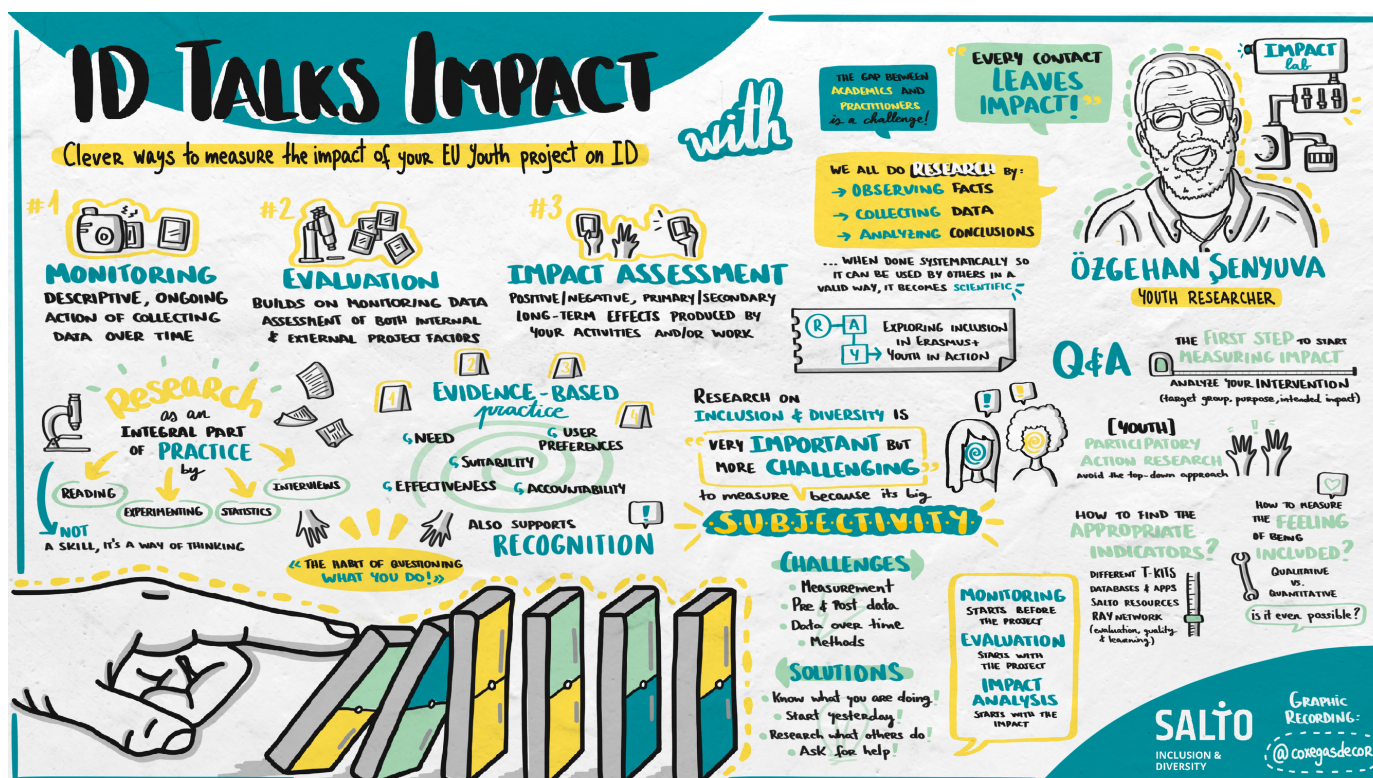
GUEST SPEAKER: ÖZGEHAN ŞENYUVA

Özgehan Şenyuva is an Associate Professor in the International Relations Department at Middle East Technical University, Ankara, where he works mainly on youth, public opinion, Turkey-European relations, and the politics of European football. He has extensive experience in research projects, and was the principal investigator for the FREE: Football Research in an Enlarged Europe (free-project.eu), a pioneer FP7 project that was completed in 2015. He was also part of the FP7 SAHWA project (Researching Arab Mediterranean Youth: Towards a New Social Contract) (sahwa.eu), publishing numerous policy papers, reports, and articles on Arab-Mediterranean Youth. He worked for more than two decades as a youth worker/trainer and comes from the learning mobility field. He is a steering group member of the European Platform on Learning Mobility and a member of the Pool of European Youth Researchers of the European Commission and the Council of Europe. He has published numerous research and opinion articles, book chapters and a book on youth work and learning mobility.



Article

by Özgehan Şenyuva



I: Research as part of Practice: A way of thinking

In youth work, the people involved know, understand, and appreciate the value of what they do. Most of the people involved in youth work have come from youth work directly. It is very common to see people who participate in an activity of a project to slowly transform into trainers, project managers, youth center workers, and all other forms of available roles in youth work. They work very hard to make a change in young people's lives and create a positive impact in their communities. It is very nice if their hard work is appreciated and the positive outcomes recognized. Well, in order to gain recognition, one should be able to demonstrate the results. This is only possible by producing evidence that youth work works. The evidence is generated through scientific methods that are used by research, and unfortunately, the moment you talk about science, research, data collection, and evidence production, the initial reaction of many practitioners is to avoid the issue as if it is beyond their reach.

In many workshops I organize on Research and Practice, I often hear that research is seen as something external to practice, something complex and complicated, and even mystical. Many experienced youth workers approach research as something that can only be done by scientists with fancy titles and living and working in universities. This is hardly the reality.

The starting point of research is asking questions. This is something that everybody does all the time. Voltaire said that one should judge a man by his questions rather than his answers. In research, the questions we ask can be more important than the answers we obtain, and often pave the way for the answers we need. So, what is research if not asking questions and collecting answers using scientific methods?

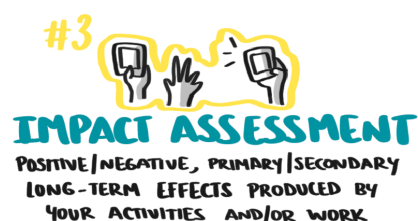
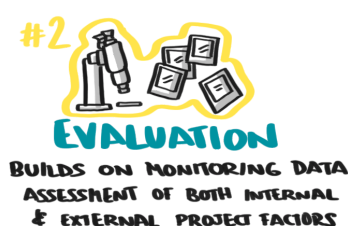
Scientific methods consist of systematic observation, classification, and interpretation of data. Now, obviously, this process is one in which nearly all people engage in the course of their daily lives. The main difference between our day-to-day generalisations and the conclusions usually recognised as scientific method lies in the degree of formality, rigorousness, verifiability, and general validity of the latter (Lundberg 1942: 5).

So, combining research and youth work practice is not exactly rocket science. Well, it is science, but not the one that builds rockets. It rather builds competences.

2: The basics: monitoring, evaluation, and impact analysis, some definitions

To talk about clever –or stupid– ways of impact analysis, one should start with the basic definitions. And to assess the impact, one needs to talk about monitoring and evaluation as well. Monitoring and evaluation are complementary and yet distinct aspects of assessing the result of an intervention. The purpose of monitoring is to a great extent descriptive. Its purpose is to give data and evidence that will support any evaluative decisions. Monitoring is continuous information on where a project, intervention, or program is at some random time (and overtime) comparative with its aims and objectives. The purpose of the evaluation is to use the monitoring data, collect additional information about the reality around the project, program, or intervention, as it does not take place in a bubble, and look at whether the desired results have been accomplished.

Impact assessment, however, is a much more complicated, time and energy demanding, and overtime process. It builds on top of monitoring and evaluation but looks at much more. Impacts are defined as “positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.” (OECD 2002). This is a very ambitious definition as includes secondary as well as primary effects, and requires indirect as well as direct and unintended as well as intended interventions. Sounds nice, yet it is beyond the capacity of many youth organizations generally. Imagine a youth organization organizing 3 weeks long workcamps. How would such an organization alone could do an impact assessment, to look at indirect consequences five to ten years along the road of the individual’s life path, to search for unintended intervention effect during his or her time in a workcamp? Good question.



3: Research produces evidence. Evidence is necessary for evidence-based practice

Research is a way of thinking. It is a way of asking the right questions to get the answers you need. It is a way to look at what you do, how you are doing it, and questioning the results. This is an everyday habit. Think of a youth center and the youth workers working there (Hey it's just like you!).

From time to time, they will naturally ask questions like:

- How many young people regularly come to our center?
- Why most of these young people are male/female? Who comes and who doesn't come?
- What are the needs of the young people living in our community?
- What do young people think about our center and about our activities?
- Are our activities inclusive or do they leave some young people out?

I am sure you can add hundred more questions to this list. What is important here is asking questions and looking for answers to understand what you are doing and how you are doing is an everyday research practice. When somebody does it planned and systematic manner that is valid and reliable, such as monitoring and evaluation, it is research. And what you produce through research is the evidence, the scientific answers that can be trusted and used for improvement and changes. Evidence is very valuable in youth work and is very useful too.

Evidence-based policymaking is the buzz concept. One reads it in all levels of policy and political papers nowadays, by the local and national governments and by the European Commission. Information is crucial when making decisions, and in the design of public policies, having reliable and valid information on what works and what does not; what is needed, and what is essential are crucial. However, what is sometimes overlooked is, the evidence is also crucial for practice. Evidence-based practice is a common used term in professional business circles, especially within the service delivery sector. A huge variety of professions such as nursing, social work, teaching, special education, health services, and mental health are using evidence-based practice as the main method. The youth work in large and organizing learning mobility projects, in particular, are also service providers and do benefit from evidence-based practice. In its most simple definition:

Evidence-based practice (EBP) is the delivery of services based upon research evidence about their effectiveness; the service provider's clinical judgment as to the suitability and appropriateness of the service for a client; and the client's own preference as to the acceptance of the service (Kumar 2011). This is a very useful working definition, especially with youth work practice. It goes deeper into the use of data collected and asks for important elements of youth work, the suitability and appropriateness of the activities to the young people, and whether what is being proposed is what the community needs and prefers. Most often than not, youth workers or policymakers decide on projects and activities not based on evidence but rather on their own perceptions of what is needed and beneficial.

Youth work benefits significantly from evidence-based practice. Evidence is also necessary for accountability, to demonstrate the financial and human resources are used in a meaningful and efficient way. Evidence-based practice positions itself in a much stronger starting point when asking for recognition of its outcomes, which is a very important element of youth work. When demanding for social, political, and formal recognition of youth work, what is most needed is the evidence of nonformal education and informal learning taking place. This evidence is produced through monitoring, evaluation, and impact assessment. In other words, research produces evidence, the evidence makes your practice better and evidence helps you to gain recognition.



4: Challenges of Impact Analysis: Not a walk in the park

In every research methodology course in the universities, it is taught that the fundamental problem of social sciences is measurement. People think in abstract mental constructs, which are subjective and change from individual to individual, from culture to culture, and from one decade to another. These mental constructs are concepts. Let us illustrate the point. **Think of a “dog”.**

I guarantee that each and every individual who reads the above sentence thought of “a dog”. But I also guarantee that they are all different dogs, white, black, big, small, puppy, Labrador, their own dog, the dog of the neighbor. Each dog is a mental picture based on the individual’s own perception, personal history, and environment. Now think about the concepts such as “happiness”, “satisfaction”, “success”. What do they all mean, for who, under what circumstances? And how can we work with concepts without making sure we are speaking about the same thing?

Inclusion and diversity are very difficult concepts to work with and to research. During the RAY research (researchyouth.net), we have organized several focus groups, talking with youth workers. It was amazing how these concepts of inclusion and exclusion would mean so many different things to different people. There were people who would consider themselves “with fewer opportunities” because they went to a public university and not to a private one, or would evaluate their project as “non-inclusive” as there were no young people with physical disabilities. So when researching the impact on inclusion, the first task is to operationalize the concepts: making them mutually agreed upon and objectively defined variables. Only after such an operation, one can produce valid and reliable findings. This is easily said, but no easy to do.

Time is another important challenge when dealing with researching the impact. Especially when working with complicated and complex elements such as inclusion and diversity. Time is a challenge on two levels. First, to be able to assess the “impact” of an intervention, one of the best ways is to start your research before the intervention, in order to be able to compare before and after, pre and post situations. Thus, the biggest advice is research should start yesterday not tomorrow. Unfortunately in many cases the focus and attention are on how to realize the activity and complete the project, and evaluation and impact analysis are generally considered to be things to do after the event. This way of thinking hinders the vast opportunities of collecting valuable data before and during the activities and during the project.

The second dimension of time as a challenge is the requirement of impact analysis over a longer time period. Again, for some RAY research projects, we were interviewing people before they attend a training & education project, doing another interview three months after they complete, and one final interview one year after. This is a lot of energy and effort. Most youth workers and youth organizations are not in a position to allocate resources for such a long term commitment.

Finally, the methods are another challenge when dealing with such a complex reality. Surveys are popular, easy and they allow making fancy colorful charts and tables. But due to the very challenge of operationalization, one also needs to go deeper, to understand the meaning. Thus, a good mix of methods is needed, surveys, focus groups, interviews, observation, photovoice, and others. Once again, we are talking about the commitment of time and resources as well as the need for specialized training and expertise.

So what are possible ways to face and overcome these challenges? Although there is no magic fix-it-all solutions, there are certain tips that work.



YOUTUBE LINKS:

[ID Talks Impact – Full Version](#)

[ID Talks Impact Teaser](#)

RESOURCES:

- Kumar, Ranjit. 2011. Research methodology: a step-by-step guide for beginners. Los Angeles: SAGE.
- OECD. 2002. OECD - Glossary of Key Terms in Evaluation and Results-based Management, <http://www.oecd.org/dac/2754804.pdf>
- Lundberg, George A. 1942. Social Research. Second Edition. New York: Longmans, Green, and Company.



EDITORIAL INFORMATION

Published in May 2021 by SALTO-YOUTH Inclusion and Diversity Resource Centre (Support & Advanced Learning and Training Opportunities within The Erasmus+: Youth in Action and European Solidarity Corps programmes)

Official Website: www.SALTO-YOUTH.net/inclusion/

SALTO-Jint, Grétrystraat26, 1000 Brussel, Belgium

Tel: +32 (0)2 209 07 20 Fax: +32 (0)2 209 07 49

inclusion@salto-youth.net

Legal info: JINT vzw, 0441.254.285, RPR Nederlandstalige Ondernemingsrechtbank Brussel

Coordination: Henrique Gonçalves and Marija Kljajic (inclusion@salto-youth.net)

Facilitator: Anna Yeghoyan (ayeghoyan@yahoo.com)

Digital Co-Facilitator: Maria Kousoula (marakikousoula@gmail.com)

Graphic Facilitator: Olalla González (olalla@shokkin.org)

General Editor of the Publication: Maria Kousoula (marakikousoula@gmail.com)

Reproduction and use for non-commercial purposes are permitted provided the source www.SALTO-YOUTH.net/Inclusion/ is mentioned and inclusion@salto-youth.net is notified.



On behalf of the SALTO Inclusion & Diversity!

